

Assembly Bill No. 1

Passed the Assembly April 13, 2009

Chief Clerk of the Assembly

Passed the Senate August 24, 2009

Secretary of the Senate

This bill was received by the Governor this _____ day
of _____, 2009, at _____ o'clock ____M.

Private Secretary of the Governor

CHAPTER _____

An act to amend Section 44277 of the Education Code, relating to teachers.

LEGISLATIVE COUNSEL'S DIGEST

AB 1, Monning. Teachers: program of professional growth: conflict resolution.

Existing law requires the Commission on Teacher Credentialing to establish standards and procedures for the issuance and renewal of teaching credentials. Existing law expresses the Legislature's intent to encourage teachers to engage in an individual program of professional growth that extends a teacher's content knowledge and teaching skills. Existing law provides that an individualized program of professional growth may consist of specified activities and courses.

This bill would specify that an individualized program of professional growth may include a course in negotiation, mediation, and conflict resolution, including peer mediation training and the theory and practice of nonviolence. The bill would specify that the course may include basic negotiation skills, communication skills, basic mediation and peer mediation, and theory and practice of nonviolence and peace building.

The people of the State of California do enact as follows:

SECTION 1. Section 44277 of the Education Code is amended to read:

44277. The Legislature recognizes that effective professional growth must continue to occur throughout the careers of all teachers, in order that teachers remain informed of changes in pedagogy, subject matter, and pupil needs. In enacting this section, it is the intent of the Legislature to encourage teachers to engage in an individual program of professional growth that extends their content knowledge and teaching skills and for school districts to establish professional growth programs that give individual teachers a wide range of options to pursue as well as significant roles in determining the course of their professional growth.

(a) An individual program of professional growth may consist of activities that are aligned with the California Standards for the Teaching Profession that contribute to competence, performance, or effectiveness in the profession of education and the classroom assignments of the teacher. Acceptable activities may include, among other acceptable activities, the completion of courses offered by regionally accredited colleges and universities, including instructor-led interactive courses delivered through online technologies; participation in professional conferences, workshops, teacher center programs, staff development programs, or instruction provided by the California Reading Professional Development Institutes pursuant to Article 2 (commencing with Section 99220) of Chapter 5 of Part 65 of Division 14 of Title 3; service as a mentor teacher; participation in school curriculum development projects; participation in systematic programs of observation and analysis of teaching; service in a leadership role in a professional organization; and participation in educational research or innovation efforts. Employing agencies and the bargaining agents of employees may negotiate to agree on the terms of programs of professional growth within their jurisdictions, provided that the agreements shall be consistent with this section.

(b) An individual program of professional growth may include a basic course in cardiopulmonary resuscitation, which includes training in the subdiaphragmatic abdominal thrust (also known as the “Heimlich maneuver”) and meets or exceeds the standards established by the American Heart Association or the American Red Cross for courses in that subject or minimum standards for training programs established by the Emergency Medical Services Authority. An individual program of professional growth may also include a course in first aid that meets or exceeds the standards established by the American Red Cross for courses in that subject or minimum standards for training programs established by the Emergency Medical Services Authority.

(c) (1) An individual program of professional growth may include courses in negotiation, mediation, and conflict resolution, including peer mediation training and the theory and practice of nonviolence. Courses pursuant to this subdivision may include the following components:

(A) Basic negotiation skills.

(B) Communication skills, including cross-cultural communication.

(C) Basic mediation and peer mediation training.

(D) Theory and practice of nonviolence and peace building.

(2) A teacher who elects to pursue a course pursuant to this subdivision may introduce appropriate conflict resolution skills to pupils through classroom instruction, including, but not limited to, the core curriculum areas of reading, writing, mathematics, history/social science, and science.

Approved _____, 2009

Governor